

**STUDENTS' CAPABILITY IN WRITING RECOUNT TEXT OF THE  
FIRST YEAR STUDENTS OF *SMA NEGERI 1 CEPOGO, BOYOLALI* IN  
2011/2012 ACADEMIC YEAR**



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Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 25 Februari 2013

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FIRST YEAR STUDENTS OF SMA NEGERI I CEPOGO, BOYOLALI IN  
2011/2012 ACADEMIC YEAR**

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*The aims of this research is to know the students' capability in writing recount text of the first year students of SMA Negeri I Cepogo, Boyolali 2011/2012 Academic year to know the problems faced by the students in writing recount text, and to know the cause of the problem This research is an explorative descriptive research. The method of collecting data is observation, interview, and document. Data of the research are the document and interview. Data source of the research is the students' writing of recount text. The technique of data analysis is (1) collecting the data taken from the observation and interview. (2)analyzing the data based on five criterias of writing recount text. (3) classifying the data based on the score, and (4) drawing conclusion. Based on the analyzed data, it can be concluded that the students' capability in writing recount text of the first year students of SMA Negeri I Cepogo, Boyolali is categorized in four grades. There are 2 students in excellent grade or 4, 54%. The students in good grade are 12 students or 27, 27 %. In fair grade, there are 22 students or 50%. In poor grade there are 8 students or 18, 18%. The problem faced by the first year students in writing recoun text is (1)the students feel difficult to express their idea. (2) the low mastery of English grammar. (3) the lack of the vocabulary. The cause of the problem are (1)the students' background.(2) Less of the eager of improving the writing capability,(3) students still depend on the guided of the English teacher in writing.*

**Keyword : Students' Capability. Writing. Recount Text**

## **A. Introduction**

**Background of the study:** In the world, there are many languages, but the most important language is English, because English are international language. If people want to make good communication with the people in the world they should use English. By using English, they can make both relation and the business with the people among the world to fulfill their need. The communication can be made by the people is written and also the spoken communication.

Actually, people who live in the country who don't use English as their mother tongue; usually have the problem in communication both in written and the spoken communication. It happens because they don't master in English. There are four skills in English that should be mastered by the people. They are writing, reading, listening and also the speaking skill.

Writing is one of the skills which have the high difficulty. The people think that writing is the difficult because they cannot express their ideas, feeling and expression by writing especially in English. Because of that situation, the writing is so difficult. It happens because of the people don't have the basic language of English. For example the people especially the student can not make a good writing in many kinds of texts.

Education in Indonesia also uses English as one of the basic lesson which is examined in the national examination. Nowadays, the English teaching learning process in Indonesia uses the genre based approach. Genre is a kind of the texts that express and has the certain social function. The genre that taught in school are descriptive, narrative, recount, report, procedure, spoof, news items, and many others. Each genre has the tertian generic structure, so sometimes the students fill difficult in writing genre.

In senior high school, the Genre-based Approach is also still applying. Recount is one of the genre that be taught in the first year of the senior high school. In this genre, ideally uses the simple past tense. But the first year student still made a mistake in writing recount text. They usually use the simple present tenses in their writing. The other reason why the students think that writing is difficult is because they don't have much vocabulary in writing.

SMA N 1 Cepogo, Boyolali is the only one of the senior high school is Cepogo. This school is started to build in 1995. But in the development of the school is so quick. This

school also have the good student who has the ability and has the talent includes the skill in English language. The students of this school ever get the first winner of speech. But that condition is not happen to all of the students there. Many students still have the middle or even low capability in writing. The students that have the middle capability for example when they make the writing the still make the erroneous. They don't use the right structure and also the linking verb in their writing. Moreover, some of them doesn't understand to use the personal pronoun

Based on the phenomenon above, the writer wants to make the research entitled Students' Capability in Writing Recount Text by the First Grade Students of *SMA Negeri 1 Cepogo, Boyolali* in 2011/2012 academic year. **Limitation of the study:** In this research the writer limits the problem in the student's capability in writing recount text by the first grader students of *SMA N 1 Cepogo, Boyolali* in 2011/2012 academic year. And also the problem faced by the first student's of *SMA N 1 Cepogo, Boyolali*. **Problem statement** of this research are: 1) How the students' capability is writing recount text by the first grade students of *SMA N 1 Cepogo, Boyolali*? 2) What are the problems faced by the first grade students in writing recount text? 3) What is the cause of the problems faced by the first grade students of *SMA Negeri 1 Cepogo, Boyolali*? **Objective of the study:** aim to answer the the problem statement above, such as following: 1)To describe the student capability in writing recount text made by the first grade students of *SMA N 1 Cepogo boyolali*, 2)To describe the problem faced by the first students of *SMA Negeri 1 Cepogo* in writing recount text, and 3) To describe the causes of the problem faced by the first students on *SMA N 1 Cepogo, Boyolali* in writing recount text.

## **B. Underlying Theory**

### **1. Notion of Writing**

According to Nunan (2008: 88) Writing is both physical and mental act. At the most basic level, it is the physical act of commuting word or an email messege type into computer. On the other hand, writing is the mental work of investing ideas, thinking about how to express, here and organizing there into statement or paragraph that will be clearer to be a teacher. Nunan (2003: 88) defining writing in both a process and a product the writer imagine organizing, drafts, edits, reads and research. The process of writing is often cycle sometimes

disorderly ultimately. What the audience see, teacher is an structures or wider audience in a product it can be an essay, story, letter or research paper.

## **2. Writing Ability**

Ahira states that writing ability is one's own capability in the field of writing. Writing ability for present has been as basic as. Attention and everyone trying to be allowed to play a role in the world of writing. Many people who try to improve writing skill in hope to become a powerful writer. Writing ability is the skill to express ideas, though and reading to other people in writer symbols to make other people or readers understand the ideas conveyed.

According to Hornby (1989:164) Capability is the ability or power to do something or the qualities which somebody has for doing things but which may not have been fully developed. And Writing is the activity or occupation of writing for example books, stories or articles. So the writing capabilities are the ability or a quality to express the ideas, though and reading to other people in writer symbols to make other people or readers understand the ideas conveyed.

## **3. Notion of Good Writing**

The notion of good writing is content, form, grammar, style and mechanism. (Hans, 1969 in Burhan, 2001:106). A good writing must express good characteristics as follows: a) Content. Writing must convey the main idea or an attentive reader should be able to group the writer purpose. b) Form. Writing should contain logical or associative connection and translation which clearly express the relationship of the ideas described. c) Grammar. Writing should adhere to the role of grammar related to the tense with sequence of time. d) Style. Writing should engage its readers through original in sight and practice. e) Mechanic. Writing must use good spelling, punctuation, and tidy and clean writing. Good writing is the writing that can make the reader understand about the writer's idea and also should use the correct structure and should use the good spelling, punctuation and also should contain the logical idea.

## **4. Recount Text**

According to real time for junior high school students, Recount text is a text which retells event or experience in the past, such a biography, vocation, visiting, unforgettable experiences. It is also used to write the journals, trips diaries, personal letters, history, invention report, etc.

The purpose of the recount text is either to inform or to entertain the audiences. There is no complication among the participant and thir differentiates with the narrative.

The generic structure of Recount text

1. Orientation: the introduction of the participants, place and time.
2. Events: Describing series of event that happened in the past event.
3. Reorientation : The personal commend.

Language feature of recount

1. Introducing the personal participant: I, My group, etc
2. Using chronological connection: then, first, before, etc
3. Using Linking verb: was, were, saw, heard, etc
4. Using action verb: Took, go, change, etc
5. Using simple past tense (Verb 2)

### **C. Research Method**

To get the data, the researcher held the observation in SMA Negeri I Cepogo, Boyolali at 21-25 May 2012 in class X<sup>3</sup> and X<sup>5</sup>. The number of the subject is 44 students. The data of this research is the students' writing of recount text which is taken from the observation. Data source in this research are the information and document. Information the writer takes the first year students and English teacher of SMA N 1 Cepogo, Boyolali as the informant of the research. The researcher's purposes are to get information about the problems and the cause of the problem faced by the students in writing recount text. Document

Document in this research are all of the written information related to the writing recount text. The documents are, interview scripts, and the students' writing. Method of collecting data in this research is Observation, interview and document. Observation is the activities in collecting data by observing object of data to get data needed. Interview in this research, the writer tries to get the information related to English teaching learning process. The writer interviews English teacher and students of the first year students of SMA N 1

Cepogo, Boyolali as the respondent to get more information. Document that used by the researcher is the students' writing

The technique for analyzing data at this research is descriptive qualitative research. Descriptive qualitative research is the process of simplification of data in order to make it easier to read. To know the students' capability in writing recount text in *SMA N I Cepogo, Boyolali*, the steps are as follows: 1) Collecting the data taken from observation and interview. 2) Analyzing the data based on the five criteria of writing recount text. The researcher analyzed the students' writing based on (1) content of the composition, (2) Form/ organization of the paragraph, (3) Grammar, (4) Vocabulary, and (5) mechanic. 3) Classifying the data based on the score gotten which analyzed in the previous step. 4) Drawing conclusion based on the result of the research of the students' capability in writing recount text

## **D. Research finding and discussion**

### **1. Research Finding**

#### **a. The Students' Capability in Writing Recount Text of the First Year Students of SMA Negeri I Cepogo, Boyolali 2011/2012 Academic Year**

In collecting the data the writer uses the test by asking the students to make a composition about their experience in recount text genre. The writer analyses the data based on the 5 Criteria. They are content, form/ organization, vocabulary/ style, grammar, and also the mechanic.

The first characteristic that will be analyzed is the content of the paragraph in writing recount text by the first year students of SMA Negeri I Cepogo, Boyolali. They have different capability in writing. Following is the analysis of the data taken from the observation: The example is as follow:

MY JOURNEY to BKK

***On last week, I and Tunga went to the BKK Beach (Baron, Krakal, Kukub). We went there by the motorcycle. We arrived there at 9 am***

We must so happy. ***First we did sweemed and then, we sunbathing. On 12 pm, we have lunch.*** We have lunch ***in around beach***. Next, after ***have lunch, we had take a walk in the beach***. It is so sweet because I went to the beach with my special friend.

***Before we went back to home, we take a picture. I'm so happy. We back to home at 8 pm .We were so tired but happy on the journey***



This student's writing actually has good content. She wrote the idea in good sentence and also made the sentences to support the idea into good paragraph. She wrote the recount text from the orientation by introduced the participant, place and the time in the first paragraph. On the first sentence "On last week, I and Tunga went to BKK (Baron, Kraral, Kukub).", shows that the participant in that story is "I (the student) and Tunnga. The place of that story is in Baron, Krakal, Kukub Beach. And the time of the story is "on last week." After that she wrote the series of event. The series of event is found in the second paragraph in sentence 2, 3, 4. In the third paragraph, the writer also continues the series of event in the first sentence. "Before we went home, we take a picture." She wrote the event started from the journey till came home. It is shown in the second and third paragraph.

***First we \*did seemed and then, we sunbathing. On 12 pm, we have lunch. Next, after \*have lunch, we \*had take a walk in the beach. Before we went back to home, we take a picture.\* We back to home at 8 pm.***

The student also wrote the impression of the journey in the beach. It is shown in the sentence "We were tired, but we \*happy on the journey". That impression represents the reorientation of the generic structure of recount text.

The second characteristic is the form or organization of the paragraph. Following, the researcher shows the result of the students' writing especially of the form character.

#### GOING TO THE BEACH

***Sometimes day, I and my family went to Kute in Bali. In there we could saw a very beautiful beach. In there we could saw the sunset in the Kute Bali.***

In Kute, ***we could played with my family like played send. In there*** we could ate a seafood like octopus and we could drink a fresh coconut in there. In the evening we took a walk

We felt very happy in there. It was unforgettable experiences in my life.

That student's writing shows that the capability of the students especially in the form character is low. The students still make the main idea, but she can not support her main idea to make the story to be a good organization. For example in the first paragraph, the student wrote "Sometimes day, I and my family went to Kute in Bali." Actually, It can be developed by adding the sentences telling about how did they go to Kute Beach and the time when they went there. She also doesn't use the chronological connection in her writing to make the story in well organization. In

that story, the researcher doesn't find the chronological connection such as the word before, after, then and the other chronological connection.

The third character analyzed by the researcher is grammar. Grammar of the writing also to be the character that marked of the researcher. Grammar usually is the special problem of the writer in writing the recount text. The example above shows in the following student's writing.

#### My Vocation on Sanur Beach

I and my junior high school friends went to *the* Bali. We went there by bus. After **\*arrived** in Bali, we went to *the* Sanur beach. We arrived there at 04.30 am.

In the Sanur Beach, we **\*could** saw a nice and beautiful vacation. We played with other friend again and again. We played in there with a feeling of happiness. **\*Likes chatting with friends, played water and more again.**

In there we **can** chat with kind and nice Balinese. We **\*could** ate seafood like Octopus and more again. What a delicious food. A delicious food **\*was ate** with a beautiful scenery made it feel so good. And **\*we drunk** a fresh young coconut.

In there, after we **\*was** tired, We **\*can looked** a very beautiful scenery. Because we **\*can looked a very** beautiful scenery. Because, we **\*ear** saw the sunset in Sanur. That was an unforgettable experience of my life.

That writing is good enough. Actually the writer wants to make the best recount text but he makes the mistake like the using the verb could and followed by the word "ate". It is wrong because it should be followed by the word "eating". The writer also still uses the word arrived after the word "after" as the chronological connection. Besides, the writer wrote the word can followed by the word looked in his writing. It shows that the student has the grammar understanding in fair level.

The fourth character observed by the researcher is style. Style is the capability of the writer for using the effective word/ idiom and choice of the word. There are many students' writing as the example.

#### MARINA BEACH

At holiday school, I and my friend played to beach. **The trip 2 hours.**

After we arrived in the beach, I and my friend played water in the beach

**A clock its was run so fast.** Morning to evening I and my friend went home. **He He HE.!!**

Style has the some mistakes in using the word. For example the writer uses the word **\*"the trip 2 hours"** It is used for telling how many hour they went to the beach. It is wrong because

the student does not use the word “is” as verb in that sentence. The other sentence wrote by the student is\*”A clock its was run so fast.”In that sentence the word \*”a clock” should be changed with the word \*”The time”, because if the student uses the word “A clock”, the sentence will have the different meaning.

The thing analyzed in mechanic is the capitalization, spelling, paragraphing, and punctuation. Here, the researcher will show some student’s writing.

#### My Birthday

***\* At night Thursday, \*dat 2 October 2008, condition at home. \*I’m fery so cute. No is no body in front of me. Went it I am was go to home play.***

***\*When I open the door, condition at home\* fery so dark. \*When I am turned on the lamp. I am fery surprised.***

***\*Actually my big family and my friend HAKPBEN to \*geder at home. \*I am wanny foor come. I am to celebrate my birthday. I am 13 year old then we sing song happy birthday and cut cake.***

***\*It is the birthday party amforget amble till now.***

This student has the poor mechanic. He has many errors in writing the word. Most of the words are wrong of spelling, so the reader can not understand about the writing. For example, the student wrote “Went it I am was go to home play”. \*”went” in that sentence is wrong of spelling. It should be written “when” as adverb of time. The other example is in the first sentence of second paragraph. \*”When I open the door, condition at home fery so dark.” The word\*”fery” is wrong. The student must change the letter f with v.

#### **b. The Problem Faced By the First Year Students of SMA Negeri I Cepogo, Boyolali In 2011/2012 Academic Year**

To know the problem faced by the first year students of SMA Negeri I Cepogo, Boyolali 2011/2012 Academic year, the researcher do the interview both with the student and the teacher. And after interviewed the teacher and also the students, the researcher can include that there are

- 1). The students feel difficult to express their idea to be good paragraph.

The difficulty of expressing the idea in writing recount text by the first year students of SMA Negeri I Cepogo Boyolali is one of the problems faced by the student. The student tells that they can not make the sentences for supporting their idea. Actually every student has an interesting experience to share, but because of the difficulty, they just make the simple writing. They just write the main idea and many supporting sentences to support the main idea in the writing.

2). The students have the low mastery of grammar.

After doing the observation by asking the students to make a recount text, the researcher can conclude that the other problem faced by the students in writing recount text is they have the low mastery in English grammar. It is shown in their composition. They often use the wrong tenses in writing recount text. They usually use the present tense in writing the Recount text.

3) The lack of the of the vocabulary

The next problem faced by the first year students of SMA Negeri I Cepogo, Boyolali in writing recount text is the lack of the vocabulary. They only use the most popular vocabulary when they asked to make the recount text. It made the result of the writing so limited of the information. To solve the problem the teacher usually gives the list of vocabulary for supporting the students writing. Before the teacher writes the list of vocabulary, she asked the students about the word will the students use to make the paragraph.

**c. The cause of the problem faced by the first year students of SMA Negeri I Cepogo, Boyolali 2011/2012 Academic Year**

After knowing the problem faced by the first year students of SMA Negeri I Cepogo, Boyolal, The researcher also presents the cause of the problem faced by the first year students of SMA Negeri I Cepogo, Boyolai. There are the causes of the problem faced by the first year student. They are as follows:

1). the students' Background

The students' background of the first year students of SMA Negeri I Cepogo, Boyolali usually come from the junior high school around Cepogo and Selo sub district. Related with the cause of the problem faced by the first year students in writing recount text is that in the previous school the students mastery in English still limited. So when they study in the higher level, they feel difficult and some students sometimes feel confuse about the correct English.

2). the students don't have the eager to improve their capability in writing recount text.

In average the students of SMA Negeri I Cepogo. Boyolali don't have the eager to improve their capability in writing recount text and also writing others kind of genre in English. The students are satisfied with the result of their writing. They think that that was the best they can do, but actually their capability can be improved by trying and practice routinely. It also the basic cause of the problem faced by the students.

3) The students still depend on the guiding of their English teacher.

In SMA Negeri I Cepogo, the English teaching learning process usually uses the guided composition. It means that when the students asked to make a composition, the teacher gives the guided for the students. The teacher usually helps the students to arrange their composition.

## **2. Discussion**

From the explanation above, the researcher can make the conclusion that there are four categories of the students' capability of the first year students of SMA Negeri I Cepogo, Boyolali. There is the excellence, good, fair and also the poor grade. Most of the students are in the fair grade. The researcher also finds the student that are still less in writing. The percentage of the result of the observation is the excellence grade there are 2 students, or 4, 54%. The students get the good grade is about 27, 27% or 12 students. The student in the fair grade is 50% or there are 22 students and the students who in the poor grade are about 18, 18% or 8 students. It shows that the average of the students' capability is in fair grade

The problem faced by the student in writing is (1) the students feel difficult to express their idea to be good paragraph. (2) The students have the low mastery of grammar. (3) The lack of the vocabulary.

That problems are cause of many reason.(1) The students' Background (2) The students don't have the eager to improve their capability in writing recount text. (3) The students still depend on the guiding of their English teacher

## **E. Conclusion and Suggestion**

### **1. Conclusion**

After describing the analyzing data the writer draws conclusion based on the observation of the students' capability in writing recount text of the first year student of SMA Negeri I Cepogo, Boyolali, the writer conclude this study as follows:

There are four categories of the students' capability of the first year students of SMA Negeri I Cepogo, Boyolali. There is the excellence, good, fair and also the poor grade. Most of the students are in the fair grade. The researcher also finds the student that are still less in writing. The percentage of the result of the observation is the excellence grade there are 2 students, or 4, 54%. The student get the good grade is about 27, 27%. The student in the fair grade is 50% and the

students in the poor grade are about 18, 18%. It shows that the average of the student's capability is in fair grade

The problems faced by the first year students of SMA Negeri I Cepogo, Boyoilali are: (1) they are feel difficult to express their idea into good paragraph.(2) The students have low mastery in English grammar. (3) The lack of the vocabulary.

That problems are couse of many reason.(1) The students' Background (2) The students don't have the eager to improve their capability in writing recount text. (3) The students still depend on the guiding of their English teacher

## **2. Suggestion**

In the end of this chapter, the researcher wants to propose some suggestions. First is for the English teacher. The English teacher should give more motivation for the students to improve their ability in writing recount text. The teacher should become good facilitator in the teaching learning process. Second is for the stufents. The students should increase their ability in writing recount text. The students also should improve their English vocabulary. The next suggestion is for the other researcher. The writer hopes that this research can be usefull for furthur research.

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Nim : A320090218

Program Study : FKIP Bahasa Inggris

Judul skripsi : SFUDENTS' CAPABILITY IN WRITING RECOUNT TEXT OF THE FIRST YEAR STUDENTS OF SMA NEGERI 1 CEPOGO, BOYOLALI IN 2011/2012 ACADEMIC YEAR

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 25 Februari 2013

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